

# Ector County Independent School District

## Blackshear Elementary

### 2023-2024 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Blackshear's enrollment has increased from 602 in 2021-22 to 672 students this current year.

The special education population has increased from 70 students in 2021-22 to 78 students, bringing it to 11.6% of our population.

The Economically disadvantaged population has increased from 487 students in 2021-22 to 537 students in 2022-23, bringing it to 79.9%.

Attendance is at 91% for 2022-23.

### **Demographics Strengths**

Blackshear Magnet Elementary has a mobility rate of 17% students and teachers.

Our K through fifth grade classrooms meet the required student-teacher ratio.

Enrollment has increased by 70 students for the current year.

Our Hispanic students are the highest ethnic group enrolled, which is consistent with the general population in Odessa.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student attendance is below the state average with a decline of 2-3% in the last 3 years. **Root Cause:** Families face survival issues at home and school attendance becomes a second hand priority .

# Student Achievement

## Student Achievement Summary

MAP GROWTH SUMMARY REPORT ATTACHED.

KINDER had an observed growth of .9 with 66% achievement percentile in Math and 1.1 observed growth with 40 achievement percentile. .

1st grade had an observed growth of 1.2 with 86% achievement percentile in Math and 1.3 observed growth with 29 achievement percentile in reading.

2nd grade had an observed growth of 1.1 with 43% achievement percentile in Math and 1.0 observed growth with 4 achievement percentile in reading.

3rd grade had an observed growth of .6 with 24% achievement percentile in Math and .8 observed growth with 16 achievement percentile in reading.

4th grade had an observed growth of .6 with 29% achievement percentile in Math and .8 observed growth with 19 achievement percentile in reading.

5th grade had an observed growth of .7 with 20% achievement percentile in Math and .8 observed growth with 3 achievement percentile in reading.

## Student Achievement Strengths

ELAR growth is evident in K-2 with an observed growth of 1.0 or more. Spanish reading growth is evident in all K-5 bilingual classes with an observed growth of 1.0 or more.

Math growth is evident in K-2 with an observed growth of 1.0 or more.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Lack of quality Tier 1 instruction, unpacking of TEKS and lesson planning with RIGOR in Reading and Math resulted in failure to achieve 55% meets/ masters level on MAP and/or STAAR assessment. **Root Cause:** Leadership (principals and MCLs) coaching follow up with grade level teachers in the DDI process and ensuring RIGOR in lessons was not prioritized across all grade levels and subject areas.

## School Culture and Climate

### School Culture and Climate Summary

Blackshear has an average student number of 708 students, 31 Classroom teachers, 1 Fine Arts teacher, 1 Physical Education teacher, and 1 PE aide, and 2 Special Education aides and a teacher. We have five to six classrooms per grade level with two being bilingual at every level. We house 2 GT teachers, a counselor, a media specialist and a Dyslexia Interventionist. A Reading Coach also serves our 5th grade students. A certified retired teacher serves our 4th graders in reading.

### PANORAMA

## School Survey for Students:

Rigor Expectations 85%

Connectedness 72%

Engagement 72%

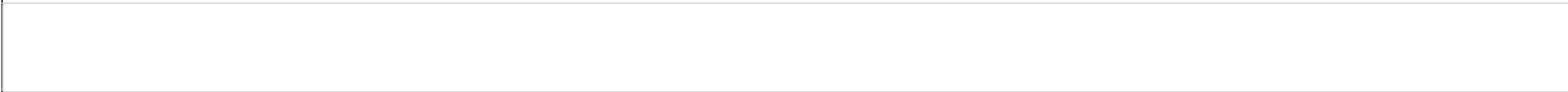
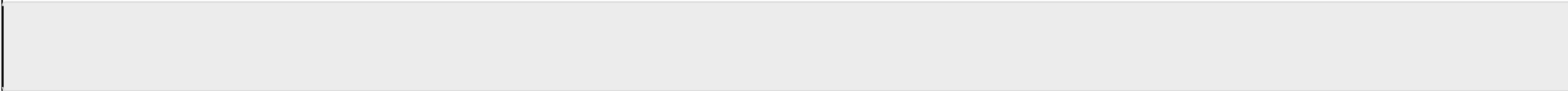
Sense of Belonging 72%

School Climate 64%

School Safety 58%

STAFF CULTURE SURVEY:

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Feedback and Coaching

[Comprehensive Needs Assessment](#)

[XxYy84](#)

[Demographics](#)

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[School Culture and Climate](#)

[XxYy84](#)

94 % 80th–99th percentile

Professional Learning

93 % 80th–99th percentile

Professional Learning About Equity

93 %

Belonging

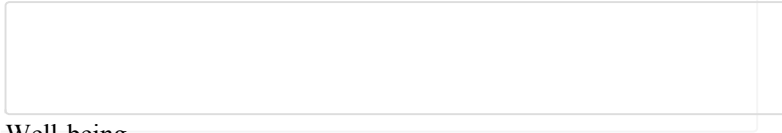
92 % 80th–99th percentile

School Leadership

91 % 80th–99th percentile

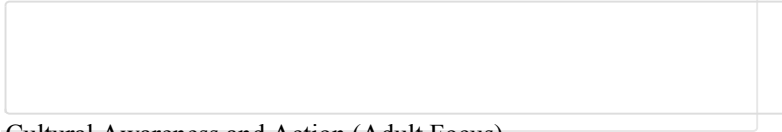
School Climate

89 % 80th–99th percentile



Well-being

85 % 80th–99th percentile



Cultural Awareness and Action (Adult Focus)

67 %

**School Culture and Climate Strengths**

Blackshear participates in all district parental involvement initiatives such as VIPS, Magnet Showoff, Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent engagement/compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Parent Conferences by all teachers.



Student engagement, connectedness and sense of belonging is at 72%, while safety is 58%.

Staff belonging, leadership, climate and well being range from 85%-92%.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Failure to implement CHAMPS and SEL expectations/lessons with fidelity in every classroom. **Root Cause:** CHAMPS and SEL teams did not meet or plan consistently, nor was coaching and feedback from MCLs and administration implemented consistently when teachers failed to implement behavior systems with fidelity.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking.

Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include stipends for special program areas, and stipends for education beyond position requirement. The Opportunity Culture Program is currently implemented in most schools, which provides stipends for MCLs to lead grade levels. Finally, the district utilizes TIA and National Board of Certification for staff recognition to promote and ensure retention strategies.

At Blackshear all students will be taught by highly qualified teachers, or an Instructional Facilitator and instructional paraprofessionals. Blackshear has 30 FTE's, an Instructional Facilitator, a Reading Coach, 1 PE Teacher, 1 Music Teacher, a Librarian, a Special Education Teacher and a Dyslexia Teacher.

## Staff Quality, Recruitment, and Retention Strengths

Blackshear's teacher retention rate is 80%.

Teachers with 0 years experience is 8%; 1-5 years 33%; 6-10 years 11%, more than 10 years 18% and 31% have a Masters Degree.

Monthly Birthday Lunches, Teacher of the month, jeans passes, positive notes in teacher boxes, recognition of staff members, team building events and other activities to keep morale high on the campus

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Quality professional learning is needed to build PK-2's foundational skills and 3rd-5th grade's skills in providing intensive intervention. **Root Cause:** A large pool of quality teacher applicant's does not exist in ECISD.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, FEV, dyslexia services, balanced literacy, guided math, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, flexible furniture, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

### MAP DATA 2022-2023

KINDER had an observed growth of .9 with 66% achievement percentile in Math and 1.1 observed growth with 40 achievement percentile. .

1st grade had an observed growth of 1.2 with 86% achievement percentile in Math and 1.3 observed growth with 29 achievement percentile in reading.

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5th grade had an observed growth of .7 with 20% achievement percentile in Math and .8 observed growth with 3 achievement percentile in reading.

## Curriculum, Instruction, and Assessment Strengths

District frameworks will be followed with fidelity. We will utilize district strategies such as KNOW SHOWs and the DDI process when planning lessons. All teachers will utilize district planning template. PLCs will occur weekly where MCLs and principals lead instructional planning, data analysis and professional learning. Teaching staff will attend district and campus professional learning.

FEV tutoring is provided for all 3rd-5th graders for math and reading to ensure gaps are closing.

A certified retired teacher provides reading intervention 4 times a week for 45 minutes each day for 3rd graders identified as below grade level readers.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Blackshear's student achievement is not comparable to the state's achievement levels in any subject or grade level. **Root Cause:** There is a lack of consistent

implementation of programs, resources, and coaching of teachers at Blackshear.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Blackshear offers monthly opportunities during the school year for parents and community members to be involved in student's learning. Parent/Community engagement opportunities include Meet the Teacher and Parent Orientation in August, academic nights, awards assemblies every 9 weeks, book fairs, data meetings, and student presentations (career day, All About Me day, projects). Title One Program meetings include Parent Engagement and Compact meetings, where parents are asked for their feedback.

## Parent and Community Engagement Strengths

Blackshear Elementary continues to work on closing the performance gaps with increased family and community involvement through Volunteers in Public Schools, retired certified teacher interventionists and committee involvement at the campus level. School staff, parents, families, and surrounding community members will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

\*Continue Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent Utility training for Title 1 school, Parent Engagement and Compact input, Magnet Contracts, and leadership team will meet and set goals, Continue Blackshear Twitter, Facebook, VIPS Recruiting event, Magnet Show Off, and Book Fairs.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We have high participation in Special Area Events, but have about 20%-30% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands (sports and fine arts).

# School Context and Organization

## School Context and Organization Summary

Blackshear will implement a set intervention time for reading and math in all classrooms in K-5. The DDI process will be utilized to analyze Istation, MAP, SCA, and benchmark data, which will drive instructional planning and delivery. PLCs are held weekly by grade level, where teachers plan classroom instruction and delivery, and analyze student data.

The AVID and SEL site teams meet monthly to discuss campus lesson planning, instructional delivery, and needed professional learning to increase student engagement, rigor and achievement. Campus principals monitor lesson plans, conduct walk throughs and provide feedback to ensure student engagement is on track.

The leadership team meets monthly to review academic data, campus programs and initiatives.

There are 2 administrators on campus, 5 MCLs - one per grade level, 30 classroom teachers, an instructional facilitator in kinder, 3 Special Area teachers, 2 GT teachers, 1 Dyslexia teacher, 1 sped teacher, 4 RAs and 1 TR.

## School Context and Organization Strengths

The leadership team ensures monitoring of school goals and analyzing data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery and analyzing of data.

The AVID and SEL site teams support teachers with AVID strategies, ensuring rigor in lessons, planning of lesson SEL roll out and adhering to scope and sequence.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Consistent AVID and SEL site teams have not been maintained, nor has professional learning been consistent for staff and site teams. **Root Cause:** A consistent and ongoing professional learning calendar for AVID and SEL does not exist.

# Technology

## Technology Summary

Blackshear is equipped with a promethean board in each classroom.

All students have access to a chromebook or ipad.

All teachers have a laptop.

Students utilize Istation Math and reading both in school and have access at home.

Teachers utilize Istation, Classlinks, Schoology, Eduphoria, and Sirius to target instruction for students.

## Technology Strengths

ECISD replaces student chrome books and i-pads on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

The technology specialist provides monthly assistance for teachers on campus.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Lack of consistent and ongoing Digital Citizenship training and refreshers for students . **Root Cause:** Accountability is not in place for student Digital Citizen refreshers, or for newly enrolled students.

# Priority Problem Statements



# Board Goals

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 63% to 68%.





**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Istation Monthly Reading Growth - Students meeting Istation Goals SCA at meets level MAP growth from BOY to MOY to EOY</p> <p><b>Staff Responsible for Monitoring:</b> FTEs MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Growth BOY to MOY SCA scoring at meets level</p> <p><b>Staff Responsible for Monitoring:</b> FTEs MCLS Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 2:** The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 50% to 55 %.





**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigor in Lessons Growth in Istation Reading</p> <p><b>Staff Responsible for Monitoring:</b> FTEs MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in Istation Reading Students meeting Istation monthly Goals</p> <p><b>Staff Responsible for Monitoring:</b> FTEs MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** By May of 2024, 40% of students will perform at the Meets level in 3rd-5th Math STAAR.





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA  
Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigor in lessons Alignment to District Framework</p> <p><b>Staff Responsible for Monitoring:</b> MCLs FTES Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress in Math MAP Goals Met</p> <p><b>Staff Responsible for Monitoring:</b> MCLs FTEs Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 4:** By May of 2024, 35% of students will perform at the Meets level in 3rd-5th Reading STAAR.





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA  
Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Understanding of TEKS Rigor in lessons</p> <p><b>Staff Responsible for Monitoring:</b> MCLs FTEs Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on Istation Reading</p> <p><b>Staff Responsible for Monitoring:</b> MCLs FTEs Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 1:** The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26% to 36%.

**Indicators of Success:**





Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - %</p> <p><b>Staff Responsible for Monitoring:</b> K-2 Teachers MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-2 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers K-3MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 2:** 70% of K-2 students will show growth on their READING MAP ASSESSMENT.

**Indicators of Success:**





Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - %</p> <p><b>Staff Responsible for Monitoring:</b> K-2 teachers MCLs in K-2 Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create student data folders to ensure students track MAP Reading growth, monthly IStation Reading progress and ELAR SCAs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Meets level on MAP EOY in K-2</p> <p>K- % 1st - % 2nd - %</p> <p><b>Staff Responsible for Monitoring:</b> FTEs MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 3:** 70% of 3rd grade students will show growth on their READING MAP.





**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA  
Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement DDI process in PLCs with Fidelity</p> <p><b>Staff Responsible for Monitoring:</b> K-3 teachers MCLs in K-3 Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-3 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement DDI process in PLCs with Fidelity</p> <p><b>Staff Responsible for Monitoring:</b> K-3 teachers MCLs in K-3 Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 4:** 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.





**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

**Evaluation Data Sources:** MAP MOY and EOY

Monthly Istation Reports  
SCA  
Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3</p> <p><b>Staff Responsible for Monitoring:</b> K-3 teachers MCLs in K-3 Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will be monitored by monthly Istation tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers K-3MCLs Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

**Performance Objective 1:** 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

**Indicators of Success:**

College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

**Evaluation Data Sources:** Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p><b>Strategy's Expected Result/Impact:</b> organization two way communication</p> <p><b>Staff Responsible for Monitoring:</b> Teacher AVID Site team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> organization rigor</p> <p><b>Staff Responsible for Monitoring:</b> AVID site team Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

**Performance Objective 2:** School Connectedness panorama data will increase from 72% to 75%.

**Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The 7 Mindsets SEL curriculum will be implemented at least 4 times a week for 15 to 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce Discipline Referrals Build Positive relationships</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor SEL Site Team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Self regulation Positive Relationships among All</p>	Formative			Summative
	Oct	Jan	Mar	May

Problem Solving Skills

**Staff Responsible for Monitoring:** Teachers  
Counselor

**Title I:**

2.6


- **TEA Priorities:**


Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.





**Performance Objective 3:** Student daily attendance will increase from 92% to 94%.

**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance grade level liaisons will contact parents at two absences a month and document in Eduphoria on Contact form.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance liaisons will hold attendance celebrations once a month for students meeting 95% attendance. <b>Strategy's Expected Result/Impact:</b> 95% attendance EOY rate <b>Staff Responsible for Monitoring:</b> Grade level Attendance Liaisons  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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